

**A COMPARATIVE STUDY BETWEEN MALE AND FEMALE
STUDENTS' READING COMPREHENSION IN
DESCRIPTIVE TEXT AT THE SECOND GRADE STUDENTS
OF SENIOR HIGH SCHOOL 12 PEKANBARU**



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OF SENIOR HIGH SCHOOL 12 PEKANBARU**



UIN SUSKA RIAU

BY

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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
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Certify that this skripsi entitled “**A Comparative Study Between Male and Female Students’ Reading Comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru**” is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this *skripsi*. Others’ opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, June 14th, 2023



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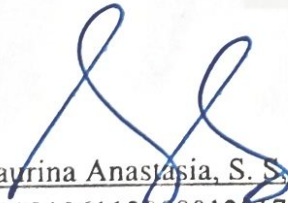
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Finally, the researcher realizes that are many weaknesses in the thesis. Therefore, constructive critiques and suggestions are needed to improve this thesis.

Pekanbaru, March 26th 2023

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ABSTRACT

Widya Nur Afiati (2023) : A Comparative Study Between Male and Female Students' Reading Comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru

The purpose of this research is to examine whether there is any significant difference between male and female students' reading comprehension in Descriptive Text at the Second grade of students of Senior High School 12 Pekanbaru. This research approach was a quantitative method with comparative design. There were 60 students as the sample of the research. In collecting the data, the researcher distributed the test to the respondents to measure the students' reading comprehension which consist of 25 items with multiple choice design. The researcher used independent sample t-test as technique of data Analysis to found the comparison between male and female students' reading comprehension by using SPSS 25 version. The result of this research showed that sig. (2-tailed) was 0.00 ($0.00 < 0.05$). It means H_a was accepted and H_o was rejected. In conclusion, there was any significant difference between male and female students' reading comprehension in Descriptive Text at the Second grade students of Senior High School 12 Pekanbaru.

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ABSTRAK

Widya Nur Afiati (2023) : Sebuah Studi Perbandingan Antara Pemahaman Membaca Siswa Laki-Laki dan Perempuan dalam Teks Deskriptif Pada Siswa Kelas Dua Sekolah Menengah Atas 12 Pekanbaru

Tujuan dari penelitian ini adalah untuk menguji apakah ada perbedaan yang signifikan antara pemahaman membaca siswa laki-laki dan perempuan dalam teks deskriptif pada siswa kelas dua Sekolah Menengah Atas 12 Pekanbaru. Pendekatan penelitian ini adalah metode kuantitatif dengan desain komparatif. Ada 60 siswa yang menjadi sampel dalam penelitian ini. Dalam pengumpulan data, peneliti menyebarkan tes kepada responden untuk mengukur pemahaman membaca siswa yang terdiri dari 25 item pilihan ganda. Peneliti menggunakan uji T-Test sebagai teknik dalam menganalisis data untuk menemukan perbandingan antara pemahaman membaca siswa laki-laki dan perempuan yang dianalisa dengan SPSS versi 25.00. Hasil dari penelitian ini menunjukkan bahwa sig. (2-tailed) adalah 0.00 ($0.00 < 0.05$) artinya hipotesis alternatif (H_a) diterima dan hipotesis nul (H_0) ditolak. Kesimpulannya, ada perbedaan yang signifikan antara pemahaman membaca siswa laki-laki dan perempuan dalam teks deskriptif pada siswa kelas dua Sekolah Menengah Atas 12 Pekanbaru.

ملخص

ويديا نور أفياتي، (٢٠٢٣): دراسة مقارنة بين الفهم القرائي للتلاميذ والتلميذات في نصوص وصفية في الصف الثاني بالمدرسة الثانوية الحكومية ١٢ بكنبارو

الهدف من هذا البحث اختبار ما إذا كان هناك فرق هام بين الفهم القرائي للتلاميذ والتلميذات في نصوص وصفية في الصف الثاني بالمدرسة الثانوية الحكومية ١٢ بكنبارو. وطريقة مستخدمة في هذا البحث هي طريقة كمية مع التصميم المقارن. وعدد عينات البحث ٦٠ تلميذا. وللحصول على البيانات، تم اختبار التلاميذ لمعيار فهمهم القرائي، والاختبار يتكون من ٢٥ متعدد الخيارات. واستخدمت الباحثة اختبارات كتقنية لتحليل البيانات وذلك لمعرفة الفرق بين الفهم القرائي للتلاميذ والتلميذات، والبيانات تم تحليلها من خلال استخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية لإصدار ٢٥. ونتيجة البحث دلت على أن سيح. (٢-ذيل) ٠,٠٠٠ > ٠,٠٠٥)، وذلك بمعنى أن الفرضية البديلة مقبولة والفرضية المبدئية مردودة. فنتيجة البحث هي أن هناك فرقا هاما بين الفهم القرائي للتلاميذ والتلميذات في نصوص وصفية في الصف الثاني بالمدرسة الثانوية الحكومية ١٢ بكنبارو.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are four skills that students must know and learn in English. They are listening, speaking, writing and reading. Reading is one of the important skills that should be mastered by the students in learning English. Burnes & Page cited by Hardita, Jismulatif, & Masyhur (2019), reading is an interactive process, a process in which reader engages in exchange of ideas with an author through the text. It is accepted that reading is the way to communicate between the author and the readers. The communication will run well if the readers catch the authors' messages. To get the authors' message, the readers should be understanding the text.

Reading comprehension itself is the readers' capability to interpret and to construct their own mind through the text about, (Roswati & Prawira, 2018). Reading comprehension is an activity to understand a written text. Without comprehension, reading is nothing because comprehension is the act of understanding. In the other hand, when reading, the reader will get a question, analyze the text, respond the text or even evaluate the text, (Prawira, 2018). One of the text types taught at senior high school students is Descriptive. According to Hermawan, Haryanti, & Suryaningsih (2022), descriptive text is a text that explains



and describes a person, place, or thing. It aims to describe a person, place or thing. It consists of the identification of a person, place or thing and their description. It means that descriptive text tells the reader to know about something specifically by giving characteristic of something which described, (Irawati, 2017).

Based on Curriculum 2013, English is a media as purpose of build students' ability to communicate, this is intended to ability in comprehend and produce oral or written text which be realized to four skills of language, such as; listening, speaking, reading, and writing. Reading skill is one of the English language skills which are taught by the teacher in this school and reading considered as a very important skill for students in learning English.

State Senior High School 12 Pekanbaru is one of high schools in Pekanbaru. State Senior High School 12 Pekanbaru is one of High Schools used Curriculum 2013 as guidance in teaching and learning process. As a formal educational institution, State Senior High School 12 Pekanbaru provides English as one of the lessons in school, especially reading skill.

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Based on the researcher observations, some students have weaknesses in reading comprehension and understanding Descriptive text.

The researcher found some phenomena as follows:

1. Some of the students were not able to determining main idea of descriptive text.
2. Both of male and female students were still confused to understanding vocabulary from the text.
3. Some of female students spent a lot of time to found detail information from the text.
4. Some of the students were difficult to analyze generic structure and language feature of the descriptive text.

Reading as one of the skills that should be mastered by both of male and female students, (Prawira, 2018). According to Putri & Melani (2022) many factors affect reading comprehension ability, one of them is gender. Gender is a gap which separates the characteristics and abilities between males and females.

When we discuss the relationship between gender and reading, some studies revealed that females are better than male in languages such as L1, L2 and foreign languages, (Putri & Melani, 2022). Female not only active during learning process but also, they can get higher score than male on test. It proves by generally at every grade, female is superior in the class. Even female score significantly higher than male in almost of tests measuring achievement. It shows that female can do better than male in



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learning. It can be cause of the reading habit and reading comprehension of female is better than male, (Hardita, Jismulatif, & Masyhur, 2019).

Some of studies found that there is a significant difference between male and female students' reading comprehension. One of them is research by Prawira (2018). This research was a comparative research. The researcher chose cluster sampling as technique of sampling and chose randomly 3 classes as the sample. Whereas, the total of male and female as group samples were not the same and not balance. But it was different with this research. In this research, the researcher took the sample with the same amount, between male and female students. Because researcher wanted to see whether or not there was any significant difference between male students and female students' reading comprehension. So, this was a gap for further researchers.

Based on the explanation of above, the researcher felt interested to conduct a research about comparing between both male and female students' reading comprehension and specifically in Descriptive text. Therefore the researcher conducted a research by tittle **“A Comparative Study Between Male and Female Students' Reading Comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru.”**



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B. The Problem

1. Identification of the problem

Based on the background of this research, the researcher identified the problem:

- a. Both of male and female students were not able to determining main idea of descriptive text.
- b. Both of male and female students were still confused to understanding vocabulary from the text.
- c. Both of male and female students spent a lot of time to found detail information from the text.
- d. Both of male and female students were difficult to analyze generic structure and language feature of the descriptive text.

2. Limitation of the problem

This research focuses on comparison reading comprehension between male and female students. But, the researcher has limited this research only to the descriptive text as genre of the text.



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3. Formulation of the problem

- a. How is male students' reading comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru?
- b. How is female students' reading comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru?
- c. Is there any significant difference between male and female students' reading comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru?

C. The Objective and Significance of the research

1. The Objective of the research

- a. To find how the male students' reading comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru.
- b. To find how the female students' reading comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru.
- c. To find whether or not there is any significant difference between male students and female students' reading comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru.



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2. The Significant of the Research

- a. To enlarge researcher's knowledge about difference on male and female students' reading comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru.
- b. It can provide useful information for readers about students' reading comprehension in descriptive text and to give information for conducting a research.
- c. Fulfilling one of the requirements to finish the researchers' study as a student of English Education Department in State Islamic University of Sultan Syarif Kasim Riau.

D. The Definition of Term

1. Comparative

Comparative is a concept that derives from the verb “to compare” (the etymology is Latin *comparare*, derivation of *par* = equal, with prefix *com-*, it is a systematic comparison). Comparative studies are investigations to analyze and evaluate, with quantitative and qualitative methods, a phenomenon and/or facts among different areas, subjects, and/or objects to detect similarities and/or differences, (Coccia & Benati, 2018).

2. Male Students and Female Students

Girls do better than boys in almost all subjects at school. Many researchers are concerned about the growing differences in



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girls' and boys' grades. Why this is the case, however, they haven't been able to find a good answer to. Brain researchers who have studied girls' and boys' brains haven't been able to explain the discrepancy. Boys and girls are equally smart, (Jakobsen, 2021).

3. Reading Comprehension

Reading comprehension is the process by which we understand the texts we read. Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text).

Unlike listening comprehension, reading comprehension is not something for which our brains have evolved. According to Nurdiana & Amelia (2017), reading comprehension is process and activity to understand about all of reading text that include vocabulary and concepts, making inferences, and linking key ideas, besides the reader will get idea or meaning from the written text.

4. Descriptive Text

Descriptive text is a text that explains and describes a person, place, or thing. It uses adjectives and adverbs. It aims to describe a person, place or thing. It consists of the identification of a person, place or thing and their description, (Hermawan, Haryanti, & Suryaningsih, 2022).

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CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. Nature of Reading Comprehension

Reading becomes very important because it deals with individual development and it has become the most important activity in schools. It is required in every level of study in every single subject in school such as geography, history, science, math, and others depending on the ability to read. According to Tarigan (2008) (in Hardita, Jismulatif, & Masyhur, 2019), reading is a process in which done by reader to get message or information from the writer through printed media.

It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader. Reading also becomes an activity that cannot be separated from students' daily life because it is a key to find or get the information in education areas. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning, (Anderson in Perwira & Roswati, 2018). Besides, readers also need to recall their prior knowledge if the text corresponds with their world to support their comprehension about the texts.



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Reading is interactive process to applies skills needed to learn in order to comprehend meaning from varied text, (Lusianti, 2019). According to Andriani (2019), reading is activity to get meaning from the text. Reader should know what the important idea when they are reading. And also in reading, the students can capture important idea that they are needed from the texts. To get the information, students need to comprehend what they have read, (Hardita, Jismulatif, & Masyhur, 2019). According to Grellet (in Lusianti, 2019) he said that understanding a reading text means extracting the required information from it as efficiently as possible.

Reading comprehension is the process of making meaning from the text. The goal, therefore, is to gain an overall understanding of what is described iReading comprehension (understanding/ gaining meaning and interpreting the text) depends on a variety of reader-related, text related, and situational. n the text rather than to obtain meaning from isolated words or sentences. Simply, reading comprehension is act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is important because without it reading does not provide the reader with any information. In conclusion, reading is important when the reader use reading to

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achieve a goal, to achieve a purpose, or to answer questions they want answered. In short, they are motivated to read when reading empowers or enriches them and resulting a comprehension to the reader.

Fundamentally, King and Stanley (1989) as cited by Nurdiana and Amelia (2017) the components of reading comprehension are as follows:

- a. Finding Factual Information

Factual information requires reader to scan specific details. The readers must be recognizing the factual information and able to find detail information such as person, place, event and time.

- b. Finding Main Idea

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also help to remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

- c. Finding The Meaning of Vocabulary

It means that the reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.



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d. Identifying Reference

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

e. Making Inference

Inference is a skill where the reader has to be able to read between the lines.

2. Purpose of Reading

In reading activity, teacher and learners catch the material in the process of direct communication. It means that one function of reading has been fulfilled. The reader categories out what is simply enabling from what is wished to take as a permanent addition to his domain of understanding and capability.

The actual purpose in reading is not humbly to occupy in a communication but to develop from this communication to something which endures or spreads the reader conceptual world, (Sangia, 2014). In addition, The actual purpose in reading is not humbly to occupy in a communication but to develop from this communication to something which endures or spreads the reader conceptual world, (Sangia, 2014).



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There are various academic purposes for reading, but only two are in evidence in the modern classroom, (Nurdiana & Amelia, 2017). The first is recreational. One would think that recreational reading and academic reading would occupy different worlds, but, in the modern classroom, they do not.

Recreational reading, especially in the upper elementary grades and middle school, affords the student the sole opportunity to improve his primary reading skills, especially fluency and comprehension. If the reading choices are controlled by a list, what is described as recreational in nature also serves an academic purpose. If 8th graders are reading "The Red Badge of Courage," they are also accessing the canon of Western literature.

3. Nature of Male and Female in Reading Comprehension

Reading as one of skill that should mastered by both of male and female students, (Perwira & Roswati, 2018). Gender is understood as a concept regarding the role of men and woman, (Saraswati, 2015). Gender is one of the variables that affect second language learning, (Oda & Abdul-Kadhim, 2017). According to Millard (1997) cited by (Asgarabadi, Rouhi, & Jafarigohar, 2015), gender refers to the social characteristics of people which are commonly associated with being male or female. Carr & Pawels in (Anantasa, 2016) said that girls is strong in reading skills and they can cover their under ability in abstract concept, rules and pattern with their interest in reading and literacy.



According to Arellano cited by Perwira & Roswati (2018), all recent international studies agree that girls have a higher reading achievement than boys.

This sex gap appears when students are in their fourth year of school and it is important up to they are fifteen”. This statement support an argument about female is better in reading. Meece et al. (2006) as cited (Asgarabadi, Rouhi, & Jafarigozar, 2015) found that boys considered mathematics, science, and sport as interesting topics while girls placed a higher value on reading.

Gender is the social construction, how the society treat and built the characteristic of persons. In case of different treatment from the society toward boys and girls in reading comprehension achievement result different effect of reading comprehension achievement, (Anantasa, 2016).

Gender is the factors influncing reading comprehension. As Rumelhart 1977 in (Anantasa, 2016), argued that schemata is one of the factor influencing reading comprehension. Other factors affecting text comprehension include: text genre, topic familiarity and readers' gender. Females always outperforming males in reading comprehension, (Oda & Abdul-Kadhim, 2017).

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Differences and similarities between women and men can be seen from several things, including, (Saraswati, 2015):

a. Brain

The brain is a small organ that is stored in the skull which is the central nervous system and serves as the center of control and coordination of all activities biological, physical, and social aspects of the whole body, (Amin, 2018). The difference between the male brain and the female brain is differences in which area the parietal lobe functions for Visuospatial abilities are greater in males compared to women. So, this thing allow for differences in visuospatial abilities between male and female.

In psychological and biological discuss about difference of gender's brain. Gurian et al (2011) cited by (Prawira, 2018) believed that male and female learn differently based on their brain where male tends to use right hemisphere better at visual spatial skill (picture smart) and logical mathematical (number smart). In other hand, female tends to use left hemisphere better at verbal linguistic skill (word smart).

According to Amin (2018), male and female brain structure results in different ways and styles of learning. Boys are easier learn something in a way that promotes hands-on activities such as practicum, design, assembling tools, and so on, and minimal communication (verbal and non-verbal). Meanwhile, women



prefer to learn in a way and style related to communication such as lectures, speaking, writing, casual discussions, or presentations.

Such conditions certainly make their ways and learning styles also different. With the difference described in the previous paragraph referring to reading comprehension between females and males. Differences in terms of the brain and the way of learning can affect the ability of reading comprehension between male and female students.

b. Cognitive

In terms of cognitively, boys are better at math while girls are better in ability verbal, (Saraswati, 2015). According to Anwar, Inas, Sofyan, & Amna (2019) Learning achievement is usually correlated in the same direction with intelligence level. The higher it is level of one's intelligence, then the more high learning achievement that can be achieved by that person. Differences in intelligence in men and women are often associated with the presence differences in brain physiology, although not immediately related to intelligence difference. Diane Halpern in Saraswati (2015), Girls are more successful in language arts, reading comprehension, and written and oral communication, while boys seem to be slightly superior in mathematics and mathematical thinking.

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It can be seen that from a cognitive perspective, boys are better at math while girls are better at verbal skills. With this statement, from a cognitive point of view it will affect how a person's reading comprehension, both male and female students.

c. Emotional Expressions

Emotion is a complex, subjective experience accompanied by biological and behavioral changes. According to Hume (in Haider, Khan, & Anwar, 2016), emotion involves feeling, thinking, and activation of the nervous system, physiological changes, and behavioral changes such as facial expressions. Different theories exist regarding how and why people experience emotion. Emotions are intense feelings that are directed at someone or something. Kring & Gordon in (Haider, Khan, & Anwar, 2016), studies looking into emotional differences between men and women are plentiful.

Conventional wisdom leads us to believe that women are more emotional than men, or at least are more emotionally expressive. This conventional wisdom has been supported by the results of many academic research papers indicating that women are indeed the more emotionally expressive of the genders. Boys cry less often to show sadder than girls. Whereas girls are more unlikely to express emotions that can hurt others.

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The difference between male and female in terms of emotional expression does not really affect reading comprehension. It's just that female are often found to have more interpersonal relationship orientation than male.

Table II. 1
The difference gender in several things

Parts of Differential	Male	Female
Brain	Area the parietal lobe functions for Visuospatial abilities are greater in males compared to females. Male are easier learn something in a way that promotes hands-on activities such as practicum, design, assembling tools, and so on, and minimal communication.	Female prefer to learn in a way and style related to communication such as speaking, writing, casual discussions or presentations.
Cognitive	Boys are better at math. The ability of males is more higher than females can be seen from proficiency in mathematics or arithmetics.	Girls are better in ability verbal. Some studies revealed that females are better than male in languages such as L1, L2 and foreign languages. Girls have a higher reading achievement than boys.
Emotional Expressions	Boys cry less often to show sadder than girls.	Women are indeed the more emotionally expressive of the genders. Girls are more unlikely to express emotions that can hurt others.

Thus the difference between male and female from three differentiating aspects. These three things can affect a person's reading comprehension ability. The assumption of this study states that the

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possibility of reading comprehension between male and female students has differences, female have better reading comprehension skills than male. This could happen if we look at it psychologically. Females are more interested and have better verbal skills than males.

4. The Nature of Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text that explains and describes a person, place, or thing, (Hermawan, Haryanti, & Suryaningsih, 2022). In other words, Descriptive text was derived from the word “describe” which means to present the characteristic of object, person, places, and sensations the learner’s present, (Indah, 2022). The purpose of descriptive text is to describe a person, place, or thing.

b. Generic Structure of Descriptive Text

There are two generic structures of descriptive text, namely:

1. Identification: Identifies phenomenon to be described.
2. Description: describes parts, qualities, characteristics.

c. Language Feature of Descriptive Text

There are some language features of descriptive text, namely:

1. Specific nouns, i.e. teacher, house, my cat, etc.



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2. Simple present tense, i.e. I live in a simple house; the house is very beautiful; it has a wonderful park.
3. Detailed noun phrase, to give information about subject, i.e. It was a large open rowboat, a sweet young lady, etc.
4. Any kinds of adjectives, that have characteristic describing, numbering, classifying, i.e. two strong leg; sharp white fangs, etc.
5. Relating verbs, to give information about subject, i.e. my mum is really cool; it has very thick fur, etc.
6. Thinking verb or feeling verb, to express personal writer view about subject, i.e. Police believe the suspect is armed; I think it is a clever animal, etc.
7. Action verb, i.e. our new puppy bites our shoes; my cat eats mouse, etc.
8. Adverbials to give addition information about it behavior, i.e. fast; at the tree house, etc.
9. Figurative language, like simile, metaphor, i.e. John is white as chalk; sat tight, etc.

d. Example of Descriptive Text

Cristiano Ronaldo

Cristiano Ronaldo has very strong determination. He used to train very hard since his childhood. He knew that a footballer



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requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players.

He becomes so skillful and confident that his opponents cannot figure out how to stop Ronaldo from making a goal. Normal football players will use their single leg of their dominant side body, i.e. players of righthanded or lefthanded use their respective legs to score goals but Ronaldo can easily use both of his legs efficiently to make goals. In addition to that, he can use his head to score goals as well.

He is also one of the fastest football players in football history. Ronaldo can run very fast, he can run with a speed of 33.6 kilometers per hour. That is why he is also known as a rocket man. This helps Ronaldo to do his famous freekick. Ronaldo's freekick speed is approximately 130 kilometers per hour.

While jumping, Ronaldo's G-force is five times higher than that of a cheetah. He can jump up to 78 cm in the air; this jumping height is much more compared to any basketball player. All of these have helped him achieve his success. In his young age, he has won many trophies and broken records including winning the prestigious FIFA Ballon d'Or award five times and created a world record by scoring the most goals in international football in



September 2021. Currently his net worth is around \$500 million and this makes him one of the richest athletes.

(Adopted from Hermawan, Haryanti, & Suryaningsih, 2022).

B. The Relevant Research

Previous study is very important to the researcher as guide in conducting in this research. There are many previous researches that have already investigated about this topic.

Research by Andriani (2019), this research which is relevant in entitled: An Analysis on Students Reading Comprehension in Analytical Exposition Texts at SMAN 1 XIII Koto Kampar. The result of the data analysis showed that from seven indicators, the students are able to find factual information was categorized into less level (64), identify main idea was categorized into less level (62), identify references was categorized into sufficient level (74), make inference was categorized into less level (66), identify thesis was categorized into less level (62), identify argumentation was categorized into less level (60) and identify reiteration was categorized into less level (60).

The similarity of this research with the writer's research is topic. The research is about Reading Comprehension but with different text. Meanwhile, the difference is in the design of the research and the variable.

Research by Yulida (2020), this research which is relevant in entitled: An Analysis of Students' Reading Comprehension in Analytical Exposition Text at State Senior High School 4 Mandau. Based on the data



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analysis, the researcher concluded that the students at State Senior High School 4 Mandau was categorized into good level, there the mean score was 68.59.

The similarity of this research with the writer's research is topic. The research is about Reading Comprehension but the text is different. Meanwhile, the other difference is in the design of the research and the variable.

Research by Purnama (2017), this research which is relevant in entitled: The Comparison between Male and Female's Reading Comprehension at The Second Grade SMPN 41 Bulukumba (A Descriptive Research). The result of the data analysis indicated that there was significance difference between male and female students in reading comprehension where female students' score was higher than male students' score. The mean score of female students (eight point one) was greater than the mean score of male students (seven point four).

The similarity of this research with the writer's research is the topic which about reading comprehension. But the text is different. This research used narrative text. Meanwhile, the difference is in the design of the research. This research not to to determine whether there is a significant difference between male and female students' reading comprehension. But the research was describe mean between male and female students reading comprehension.



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Research by Prawira (2018), this research which is relevant in entitled: The Comparison between Male and Female Students' Reading Comprehension in Analytical Exposition Text at the Eleventh Grade of State Senior High School 11 Pekanbaru. Based on the researchers' findings that $t_{\text{obtained}} < t_{\text{table}}$ on 5% and 1% ($1.98 < 3.421 > 2.63$) with the degree freedom is 82. It means that there is a significant different between male and female students' reading comprehension in analytical exposition text at eleventh grade of State Senior High School 11 Pekanbaru.

The similarity of this research with the writer's research are the topic which is about reading comprehension. The design also the technique of analyze the data are same. The researcher will use the same design and technique of analyze the data. Meanwhile the difference is in the kind of the text, indicator of the research which is the item of question in the test are also different and also in sampling technique.

Research by Lusianti (2019), this research which is relevant in entitled: A Comparing study of Students Reading Comprehension Performance In Two Test Formats Multiple Choice and Open Ended Questions. The result of study that there are significant differences in reading comprehension performance on two test formats multiple choice and open ended in level achievement students which is known from significant value of $0,013 < 0,05$.



The similarity of this research with the writer's research is the topic which is about Reading Comprehension. Meanwhile the difference is in the design, variable and also the technique of analyze the data.

C. The Operational Concept

Operational concept is a concept as guidance used to avoid misunderstanding, (Prawira, 2018). According to Ridha (2017), operational definitions are definitions which makes the variables that being investigated to be operational in relation to the measurement process these variables. There were two variables in this research. The first was variable X as follow:

1. Male students as variable X1
2. Female students as variable X2

The second was variable Y that refers to reading comprehension in descriptive text. The indicators as follow, King and Stanley (1989) cited in Nurdiana and Amelia (2017):

1. Both of male and female students are able to find the main idea in descriptive text.
2. Both of male and female students are able to identify reference in descriptive text.
3. Both of male and female students are able to understand vocabulary in descriptive text.
4. Both of male and female students are able to make inference in descriptive text.

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5. Both of male and female students are able to find detail information in descriptive text.

D. The Assumption and the Hypothesis of the research

1. The Assumption

The researcher assumed several assumptions as follows:

- a. The reading comprehension in descriptive text between male and female students have differences.
- b. Reading comprehension in descriptive text of female students is better than male students.

2. The Hypothesis

- a. H_a : There is a significant difference between male and female students on reading comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru.
- b. H_o : There is no significant difference between male and female students on reading comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru.

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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

The type this research was quantitative research method. The design of this research used comparative study. MokhtarianPour in Shahrokh & Miri (2019), a comparative study is a kind of method that analyzes phenomena and then put them together to find the points of differentiation and similarity.

In this research, the researcher used this design to compare or to know the difference between male and female students' reading comprehension in descriptive text at the second grade students of Senior High School 12 Pekanbaru. To made the comparison between the variables, the researcher would be illustrate the design as follows:



Note :

X1 = Male Students' Reading Comprehension

X2 = Female Students' Reading Comprehension

: = Symbol of Comparison



B. The Location and The Time of Research

This research was conducted on February - May, 2023. The location is in the State Senior High School 12 Pekanbaru at Garuda Sakti Street km 3.

C. The Subject and The Object of Research

The researcher chose students of the second grade at Senior High School 12 Pekanbaru as subject of this research. Meanwhile the object of the research was comparison between male and female students' reading comprehension in descriptive text.

D. The Population and Sample of Research

1. The Population of the Research

According to Creswell (2012), a population is a group of individuals who have the same characteristic. In this research, the target of the population was the students of second grade at Senior High School 12 Pekanbaru. Which consisted of 12 classes. The number of male students were 172 students, meanwhile the number of female were 254 students. Thus, the total population were 426 students.

2. The Sample of the Research

The Sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population, (Creswell, 2012).

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The researcher chose convenience sampling as technique of sampling in this research. According to (Creswell, 2012), convenience sampling is a quantitative sampling procedure in which the researcher selects participants because they are willing and available to be studied. The researcher choose classes randomly and determine the students into two groups that are male and female.

Table III. 1
Sample of the Research

Population		Total Population	Sample		Total of Sample
Male	Female		Male	Female	
172	254	426	17%	12%	60
			30	30	

Minimum sample size of comparative research and experiment were 15 respondents in each group, (Creswell, 2012). The researcher took 12%-17% population for each group. Thus, the researcher took samples for male students were 30 students, and for female students were 30 students. So, the total sample of this research were 60 students. In this research, the sample was taken with different percentage. It means, the total sample was balanced. The researcher wanted to get more accurate data.

E. The Technique of the Data Collecting

The technique was used by the researcher in collecting the data was test. This test was used to gather the data about the difference between male and female students in reading comprehension. The researcher used

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the multiple choice test. In multiple choice design, the researcher provided four possible answers included A, B, C or D for each item and it should be chosen one best answer only. In this research, the researcher need only 25 items of questions. The researcher did try out 40 items to know the validity and reliability.

Table III. 2
Blue Print of the Test

No.	Indicators	Item of Questions
1.	The students are able to find the main idea in descriptive text.	11, 18, 21, 31, 35, 36, 38
2.	The students are able identifying reference in descriptive text.	4, 14, 17, 32, 39
3.	The students are able to understanding vocabulary in descriptive text.	3, 10, 12, 19, 28, 34, 40
4.	The students are able to making inference.	1, 2, 5, 6, 9, 15,16, 20, 24, 25, 33, 37
5.	The students are able to finding detail information	7, 8, 13, 22, 23, 26, 27, 29, 30
Totally		40

1. Validity

Cresswell (2012) states that validity is the individuals' score from an instrument that makes sense, meaningful; enables you, as the research, to conclude the sample you are studying to the population. The researcher tested the validity of the instrument. Before the test was used, the researcher did try out 40 items questions to 30 students as the sample. To find out the validity of instrument, researcher calculated it by using SPSS 25 version.

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The researcher used Product Moment Pearson Correlation included of construct validity, by comparing r-obtained and r-table. Based on the result of validity with formulated $df = (N-2)$ of significant 5%. Because the total sample (n) = 30 it will be $df = 30-2$ that is 28 ($df = 28$). Based on the criteria of df (degree of freedom) and look at table r, it can be concluded that r table = 0.361. The result of try out is as follows:

Table III. 3
The Item Validity of Try Out

No. Item	R Obtain	R Table	Category
Item 1	0.787	0.361	Valid
Item 2	0.596	0.361	Valid
Item 3	0.687	0.361	Valid
Item 4	0.569	0.361	Valid
Item 5	0.334	0.361	Valid
Item 6	0.104	0.361	Invalid
Item 7	0.576	0.361	Valid
Item 8	-0.211	0.361	Invalid
Item 9	0.344	0.361	Valid
Item 10	-0.300	0.361	Invalid
Item 11	0.511	0.361	Valid
Item 12	0.787	0.361	Valid
Item 13	0.050	0.361	Invalid
Item 14	0.050	0.361	Invalid
Item 15	-0.011	0.361	Invalid
Item 16	0.296	0.361	Invalid
Item 17	0.356	0.361	Valid
Item 18	0.418	0.361	Valid
Item 19	0.334	0.361	Valid
Item 20	0.787	0.361	Valid
Item 21	0.714	0.361	Valid
Item 22	0.442	0.361	Valid
Item 23	0.786	0.361	Valid
Item 24	0.231	0.361	Invalid
Item 25	0.127	0.361	Invalid

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Item 26	-0.356	0.361	Invalid
Item 27	0.334	0.361	Valid
Item 28	0.442	0.361	Valid
Item 29	0.334	0.361	Valid
Item 30	0.765	0.361	Valid
Item 31	0.686	0.361	Valid
Item 32	0.701	0.361	Valid
Item 33	0.650	0.361	Valid
Item 34	0.050	0.361	Invalid
Item 35	0.745	0.361	Valid
Item 36	0.657	0.361	Valid
Item 37	0.442	0.361	Valid
Item 38	-0.022	0.361	Invalid
Item 39	0.664	0.361	Valid
Item 40	0.168	0.361	Invalid

Based on the try out result, it was determined that 27 items were valid. If r obtain is higher than r table ($r_o > r_t$) then, the instruments item is valid, but on the other hand, if r obtain is lower than r table ($r_o < r_t$) then the instruments item is invalid and not used in research. From table presented above, it could be concluded that there were 13 items which is not valid and 27 items which is valid. Items 5, 9, 17, 19, 27 and 29 has lower r obtain but the items was valid. Because for the sig. 2 tailed is lower than 0.05. So, from the table above, that items also valid.

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To make it ballance and because the needed just 25 items. The researcher deleted 2 valid items, they are item 1 and 5. Due to obtaining 25 valid items, the researcher remaked the blue print of test in the following table:

Table III. 4
Remaked Blueprint of Test

No.	Indicators	Item of Questions
1.	The students are able to find the main idea in descriptive text.	6, 9, 12, 19, 22, 23
2.	The students are able identifying reference in descriptive text.	3, 8, 20, 25
3.	The students are able to understanding vocabulary in descriptive text.	2, 7, 10, 16
4.	The students are able to making inference.	1, 11, 15, 21, 25
5.	The students are able to finding detail information	4, 5, 13, 14, 17, 18
Totally		25

2. Reliability

According to Creswell (2012), internal consistency reliability is the instrument administered once using one version of the instrument. The table below is the categories of reliability test used in determining the level of reliability of the test.

Table III. 5
The level of Acceptable Reliability

Reliability	Category
0.8 – 1.0	Very good
0.6 – 0.8	Good
0.4 – 0.6	Enough
0.2 – 0.4	Bad
0.0 – 0.2	Very bad

Adopted from (Faradiba, 2020)

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The researcher tested the reliability of the instrument by using SPSS 25 version. The result of multiple choice test reliability is as follows:

Table III. 6
Reliability Statistic

Cronbach's Alpha	N of items
.929	25

The reliability of test was 0.929 It is categorized into very good reliable level.

F. The Technique of Data Analysis

To analyze the quantitative data, the researcher analyzed the students' score based on the test. The researcher used statistical analysis and Service Sollution (SPSS) 25.00 version. The researcher applied descriptive to saw the mean score of the students' reading comprehension.

Table III. 7
The Range of students reading comprehension

No.	Score	Category
1.	86 – 100	Very good
2.	71- 85	Good
3.	56 – 70	Enough
4.	41 – 55	Poor
5.	0– 40	Very poor

(Arikunto, 1989 cited by Nur'aini 2019)

Technique of data Analysis was used by researcher was independent sample t-test. This technique was used by researcher to found the comparison between male and female students' reading comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru. The result of the formula was obtained statically through the hypothesis as follow:

- a. H_0 : If Sig. (2-tailed) > 0.05 It means that H_0 has accepted. There is no significant difference on reading comprehension in descriptive text between male and female students.
- b. H_a : If Sig. (2-tailed) < 0.05 It means that H_a has accepted. There is a significance difference on reading comprehension in descriptive text between male and female students.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out there was a significant difference between male and female students' reading comprehension in Descriptive Text at the Second grade students of Senior High School 12 Pekanbaru. Based on the analysis of the data in the previous chapter, the researcher concluded that:

1. The mean of male students' reading comprehension in Descriptive Text was 66.93. The researcher found that the male students' reading comprehension was categorize "enough."
2. The mean of female students' reading comprehension in Descriptive Text was 82. The researcher found that the female students' reading comprehension was categorize "good."
3. The mean of students' reading comprehension between male and female have difference. The difference is equal to 15.07. It means reading comprehension of female is better than male. From the data analysis that was analyzed by independent sample t-test through SPSS 25.00 version, the result showed that value of significance is 0.00 less than 0.05. It means that H_0 has accepted. There was a significance difference between male and female students' reading



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comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru.

B. Suggestion

Based on the result of data analysis and conclusion, the researcher proposed some suggestion as follow :

1. Suggestion for the Teacher

The researcher suggests the English teacher to improve their methods and techniques in teaching reading by using various ways to make better teaching-learning process in the classroom.

2. Suggestion for the Students

The researcher hopes that students can learn more and improve their reading comprehension, especially male students because reading is one of four skills in learning English and became a tool to transfer and share many information in this world.

3. Suggestion for other Researchers

For the next researcher who want to conduct with the same topic and problem. It will be better to take a balanced group of samples and take in larger quantities, so that the results will be more accurate. Besides that, the researcher can add questionnaire of male and female deifferences as the instrument to support the research.

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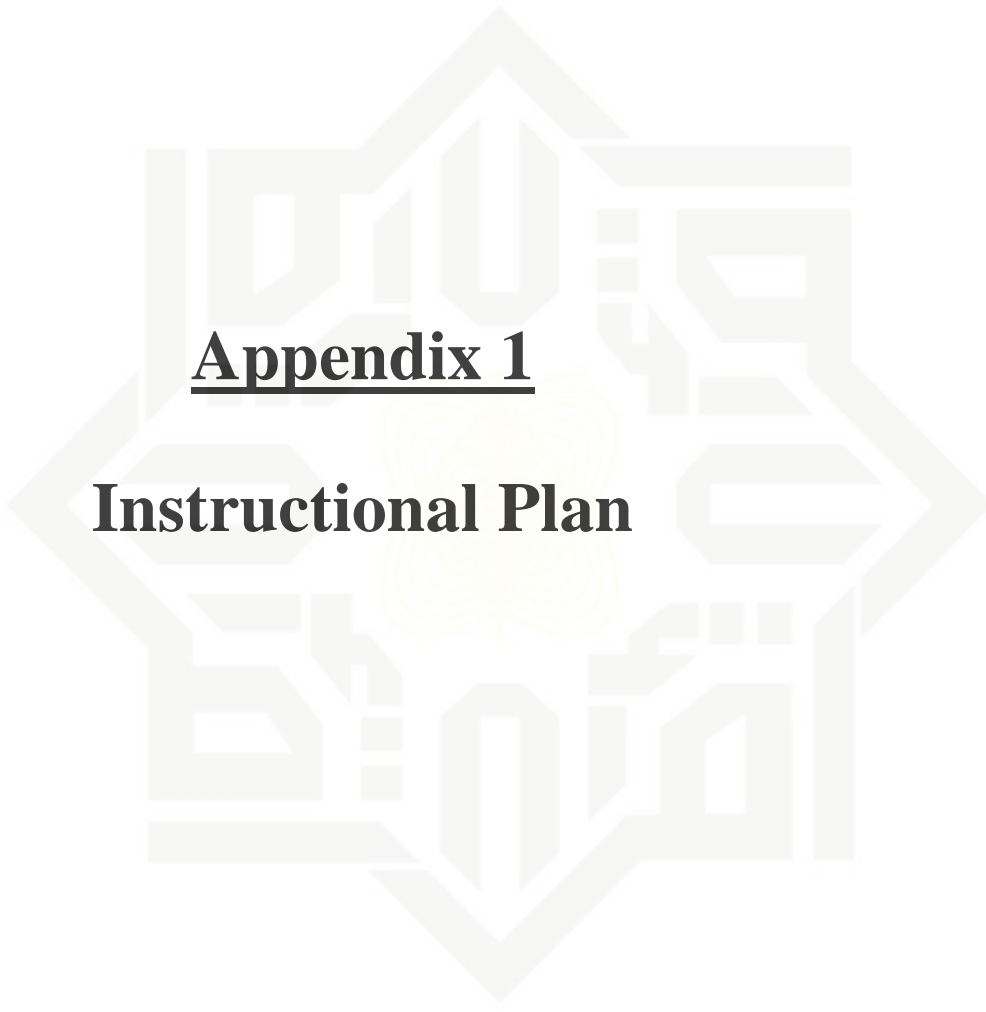


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Appendix 1

Instructional Plan

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BAHASA INGGRIS

KELAS XI



OLEH :

NINA SUSILA YENTI, S.S

State Islamic University of Sultan Syarif Kasim Riau

DINAS PENDIDIKAN PROVINSI RIAU
SMAN 12 PEKANBARU
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Kompetensi Inti

- KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI-2: Mengembangkan perilaku jujur, disiplin, santun, peduli, dan tanggung jawab dalam kehidupan bermasyarakat, berbangsa, dan berkeadilan melalui keaktifan dan kepedulian.
- KI-3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan dan keterampilan dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai keahliannya.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)	<ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> - Menjaga hubungan interpersonal dengan guru, teman, dan orang lain • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> - Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI. 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi saran dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya.
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		



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<p>3.2 Menerapkan fungsional, struktur teks, dan unsur kebahasaan teks interaksi transaksional tindakan memberi dan meminta informasi terkait pendapat dan opini yang sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)</p> <p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p>• Struktur Teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) - Unsur Kebahasaan - Ungkapan menyatakan pendapat / <i>think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan - Topik <p>Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Menyaksikan/menimak beberapa interaksi di dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran. - Mengidentifikasi dan memformulasikan pernyataan-pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya.</p>	<p>• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi</p> <p>• Struktur Teks</p> <p>Dapat mencakup:</p> <ul style="list-style-type: none"> - Sapaan - Isi - Penutup <p>• Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan - Topik 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda. - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai. - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempilkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya.
<p>4.3 Teks undangan resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsional, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi</p> <p>• Struktur Teks</p> <p>Dapat mencakup:</p> <ul style="list-style-type: none"> - Sapaan - Isi - Penutup <p>• Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan - Topik 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda. - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai. - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempilkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya.

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Kompetensi Dasar	Materi Pembelajaran	© Hak Cipta Dilindungi UIN Suska Riau
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</p> <p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menimbulkan perilaku yang termuat di KI</p> <ul style="list-style-type: none"> • Multimedia <p>Layout yang membuat tampilan teks lebih menarik</p> <ul style="list-style-type: none"> • Fungsi Sosial <p>Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis</p> <ul style="list-style-type: none"> • Struktur Teks <p>Dapat menangkap</p> <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbial <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Isu-isu aktual yang perlu dibahas yang menimbulkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian mempraktikkannya untuk menganalisis satu teks lainnya. - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya. - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar. - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kota/kotanya - Menempatkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya. - Melakukan refleksi tentang proses dan hasil belajarnya.
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice).</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial,</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Mendeskripsikan, memaparkan secara obyektif</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan 	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat



Kompetensi Dasar	Materi Pembelajaran	Hak Cipta milik UIN Suska Riau
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>Materi Pembelajaran</p> <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menimbulkan perilaku yang termuat di KI 	<p>© Hak Cipta milik UIN Suska Riau</p> <p>berbentuk pasif, dengan <i>grammar</i> dan ejaan yang benar</p> <ul style="list-style-type: none"> - Membacakan deskripsi objek pribadi yang sudah lengkap di depan kelas secara bermakna dengan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
	<ul style="list-style-type: none"> • Fungsi Sosial Menjaln kedekatan hubungan antar pribadi • Struktur Teks <ul style="list-style-type: none"> - Dapat mencakup <ul style="list-style-type: none"> - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksoptisi, bertanya jawab, dan kemudian memerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur acak secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar

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Kompetensi Dasar

4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *because of*, *due to*, *thanks to*, *due to*, *thanks to*)

Materi Pembelajaran

- Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
 - Kata yang menyatakan hubungan sebab akibat: *because of*, *due to*, *thanks to* ...
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI

- Menyajikan/menyimak beberapa interaksi dalam media visual (gambar atau video)
- Mengidentifikasi fungsi sosial yang digunakan dan menjelaskan perbedaannya
- Bertanya dan menjawab pertanyaan yang berkaitan dengan isi yang dikemukakan atau berbeda
- Diberikan beberapa permasalahan sebab akibat dan kemudian dibacakan ke kelas
- Melakukan pengamatan di lingkungan sekitarnya dan sekitarnya kemudian membuat beberapa perbandingan yang melibatkan sebab akibat terkait dalam upaya menjaga memelihara dan memperbaikinya
- Melakukan refleksi tentang proses dan hasil belajar.

4.8 Membaca beberapa teks informasi report terkait mata pelajaran lain di Kelas IX

- Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena
- Struktur Teks
 - Dapat mencakup:
 - fenomena
 - identitas gejala
 - rangkaian penjelasan
- Unsur Kebahasaan
 - Adverbia *first, then, following, finally*
 - Hubungan sebab-akibat (*if-then, so as a consequence, since, due to, because of, thanks to*)
 - Kalimat pasif, dalam tenses yang *present*

- Membaca beberapa teks informasi report terkait mata pelajaran lain di Kelas IX
- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan
- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda
- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam periodik dan selubung
- Menempilkan teks masing-masing di dinding kelas untuk dibaca temannya
- Mempresentasikan teksnya kepada teman-teman yang datang membaca
- Melakukan langkah yang sama dengan topik fenomena sosial
- Melakukan refleksi tentang proses dan hasil belajarnya

4.8 Membaca beberapa teks informasi report terkait mata pelajaran lain di Kelas IX

- Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena
- Struktur Teks
 - Dapat mencakup:
 - fenomena
 - identitas gejala
 - rangkaian penjelasan
- Unsur Kebahasaan
 - Adverbia *first, then, following, finally*
 - Hubungan sebab-akibat (*if-then, so as a consequence, since, due to, because of, thanks to*)
 - Kalimat pasif, dalam tenses yang *present*

- Membaca beberapa teks informasi report terkait mata pelajaran lain di Kelas IX
- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan
- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda
- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam periodik dan selubung
- Menempilkan teks masing-masing di dinding kelas untuk dibaca temannya
- Mempresentasikan teksnya kepada teman-teman yang datang membaca
- Melakukan langkah yang sama dengan topik fenomena sosial
- Melakukan refleksi tentang proses dan hasil belajarnya



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Kegiatan Pembelajaran		Materi Pembelajaran	Materi Pembelajaran
3.9	Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menimbulkan perilaku yang termuat dalam KJ 	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.
4.9	Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		<ul style="list-style-type: none"> - Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya

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Appendix 2

Instrument Before and After Validity

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RESEARCH INSTRUMENTS

READING COMPREHENSION TEST

This test is distributed to determine the ability of reading comprehension between male and female students. This data collection will be carried out for the purposes of my thesis research in title **“A Comparative Study Between Male And Female Students’ Reading Comprehension In Descriptive Text at the Second Grade Students Of Senior High School 12 Pekanbaru.”**

There are several instructions in this test, namely:

- a. *This test is only for my research, as one of the requirement for completing my thesis and confidentiality will be guaranteed.*
- b. *There is no effect between the scores of the test results later on the scores of English subject and other subjects.*
- c. *This test will be held during 90 minutes.*

I ask for the cooperation of all students. I hope all of you can fill the answer with honestly and able to choose the best answer. Thank you for your attention and cooperation.

Choose the correct answer by crossing A, B, C, D in your answer sheet!

Read the following text to answer questions number 1 to 5

YOGYAKARTA

Yogyakarta is one of the foremost cultural centers in Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in art such Batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya’s culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is very lively city and a shopper’s delight. The main road, Malioboro street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the



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adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is „Kraton“ (the sultan palace), the centers of Yogyakarta’s traditional life and despite the advance of modernity ; it still emanates the spirits of refinement, which has been the Hallmark of Yogyakarta’s art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and which the current Sultan Still resides. Yogyakarta is also the only major city, which still has traditional „Becak“ (rickshaw-style) transport.

1. What is the purpose of the text?
 - a. To amuse the readers with Yogyakarta
 - b. To describe the location Yogyakarta .
 - c. To persuade the readers to go to Yogyakarta
 - d. To promote Yogyakarta
2. We know from the second paragraph that....
 - a. A plane is the most convenient access to reach Yogyakarta
 - b. Many local tourists prefer staying in Sosrowijayan street
 - c. Sosrowijayan is also known as shopping and culinary delight
 - d. There are many convenient store in the streets of Yogyakarta
3. “...Spirit of refinement, which has been hallmark of Yogyakarta’s art for centuries.(paragraph 3) The underline word is closest in meaning.....
 - a. Settlement
 - b. Development
 - c. Improvement .
 - d. Involvement
4. It stretches from,,,(paragraph 2). The word “it” refers to...
 - a. Yogyakarta
 - b. Mount Merapi
 - c. Central Java
 - d. Indian Ocean
5. The identification of the text is
 - a. The 1st sentence of the 1st paragraph
 - b. The 1st sentence of the 2nd paragraph
 - c. The 1st sentence of the last paragraph
 - d. The last sentence of the 1st paragraph

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Read the following text to answer questions number 6 to 10

JAKARTA

Jakarta, formerly Batavia, is the capital and largest city of the republic of Indonesia. It is located on the northwest coast of Java island at the mouth of the Ciliwung River. Jakarta dominates Indonesia's administrative, economic, and cultural activities, and is a major commercial and transportation hub within Asia. The climate is hot and humid. Rainfall occurs throughout the year. The heaviest rainfall occurs from November to May. The city lies on a flat and low plain. That is why flood disaster often happens during the periods of heavy rainfall.

Jakarta is a magnet for migrants from other areas of Indonesia; during the late 1980s an estimated two hundreds and fifty migrants arrived daily. At the 1990 census, DKI Jakarta had a population of 8,259,266. The 1997 population was 9,341,400. These figures do not include seasonal residents who may number more than 1 million.

6. The identification of the text can be found in ...
 - a. The 1st sentence of the 1st paragraph
 - b. The 1st sentence of the 2nd paragraph
 - c. The last sentence of the 1st paragraph
 - d. The last sentence of the 2nd paragraph
7. How is the climate in Jakarta?
 - a. Cool and fresh
 - b. Hot and fresh
 - c. Hot and humid
 - d. Cool and humid
8. Heavy rainfall possibly takes place in Jakarta on ...
 - a. December, January, February
 - b. April, May, June
 - c. May, June, July
 - d. June, July, August
9. Flood often happens in Jakarta, because ...
 - a. Jakarta is located on the northwest coast of Java Island
 - b. Jakarta is the capital city
 - c. Jakarta is highly populated
 - d. Jakarta lies on a flat low plain



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10. The city lies on flat and low plain. The closest meaning to the word „plain“ is
- a. Mountain
 - b. Land
 - c. River
 - d. Climate

Read the following text to answer questions number 11 to 15

SINGKAWANG

Located in the province of West Kalimantan on the island of borneo in Indonesia, Singkawang is Well-known as the city of a Thousand Temples. There are so many temples can be found in the city and its surrounding. Nearly everygod and goddess in Chinese mythology are worshipped here.

Singkawang is also known as the one of the Indonesian Chinatowns since the majority population is Chinese descendant. They still practice their culture in any ceremony or official events, from wedding to funeral ceremonies. The culture is seen as the closest to the original tradition of Chinese people, making Singkawang known as the Indonesian Chinatown.

Unique food like “ rujak ju hie” (rojak with dried squid) is one of delicacies in Singkawang. Tofu (bean cued) Singkawang is famous in west Kalimantan, also “ kembang tahu” (silky smooth tofu with sugar gravy) is very popular in this city. Singkawang is also famous for its cakes. The variety of cakes is surprising and available from early morning till midnight. Kopi Tiam (local coffee shop) with strong bitter robusta can be found everywhere. Peaceful and safe feeling for everyone makes Singkawang to be one of the cities with lively night.

11. What is the main idea of the first paragraph?
- a. Singkawang is also known as the one of the Indonesian
 - b. Singkawang is Well-known as the city of a Thousand Temples
 - c. Located in the province of West Kalimantan on the island of borneo in Indonesia
 - d. There are so many temples can be found in the city
12. The word „well-known“ in the first paragraph is similar in meaning with...
- a. Strange
 - b. Unusual
 - c. Unique

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- d. Famous
13. Why is Singkawang known as the Indonesian Chinatown?
- a. Singkawang is a city located in the province of West Kalimantan.
 - b. There are so many temples can be found in the city and its surrounding.
 - c. The culture is seen as the closest to the original tradition of Chinese people.
 - d. Singkawang is very famous for its cakes.
14. They still practice their culture in any ceremony or ... (paragraph 2).
The word „they“ refers to
- a. Indonesian Chinatowns
 - b. The majority population
 - c. Official events
 - d. Funeral ceremonies
15. Based on the text, which one of the following statements is incorrect?
- a. All the people of Singkawang are Chinese descendant.
 - b. Silky smooth tofu with sugar gravy is very popular in Singkawang.
 - c. Singkawang is famous as the city of a Thousand Temples.
 - d. Singkawang is known as one of the Indonesian Chinatowns.

Read the following text to answer questions number 16 to 20

SAMOSIR

Samosir is the largest island within an island, and the fifth largest lake island in the world. It also contains two smaller lakes, Lake Sidihoni and Lake Aek Natonang. Across the lake on the east from the island lies Uluan Peninsula. The island is linked to the mainland of Sumatra on its western part by a narrow land connecting the town of Pangururan on Samosir and Tele on mainland Sumatra. Tele consequently offers one of the best views of Lake Toba and Samosir Island.

Samosir is a popular tourist destination due to its exotic history and the vistas it offers. The tourist resort are concentrated in the Tuktuk area. The island is the centre of the Batak culture and many the Toba Batak traditional houses remain on the island. Most of the tourist accommodations are concentrated in the small town of Tuktuk, which is located a one-hour ferry ride across the lake from the town of Parapat. A car ferry leaves the mainland from Ajibata and lands in the small town of Tomok, about a 10 minutes drive from Tuktuk. There are also other passenger ferries and individual hotels may also have ferries



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available.

16. What is the purpose of the text?
 - a. To tell about the lake Toba
 - b. To give information about Samosir
 - c. To describe the Batak traditional houses
 - d. To inform about the small town of Tuk Tuk
17. It also contains two smaller lakes, ... (first paragraph). What does the word, "it" refer to?
 - a. Sumatra
 - b. Lake
 - c. Island
 - d. Samosir
18. What is the main idea of the second paragraph?
 - a. Samosir is the largest island within an island
 - b. Samosir is the centre of the Batak culture
 - c. Samosir is a popular tourist destination
 - d. Samosir is an island within an island
19. „Samosir is a popular destination due to its exotic history...“ (paragraph 2) The closest meaning to the words “due to” is
 - a. Although
 - b. However
 - c. Because of
 - d. Consist of
20. Based on the text, the following statements are correct, except ...
 - a. Samosir lies between Lake Sidihoni and Lake Aek Natonang
 - b. Samosir is a popular tourist destination due to its vistas
 - c. There is one of the best views of Lake Toba and Samosir Island
 - d. Tuk Tuk is located a one-hour ferry ride across the lake from the town of Parapat.

Read the following text to answer questions number 21 to 25

PARIS

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center.

What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous University, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous place in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la cite. It is where Notre Dame located. Today around eight million people live in Paris area.

21. What is main idea of the fourth paragraph?
 - a. There are many other famous place in Paris
 - b. About the Paris
 - c. The location of Notre Dame
 - d. A village built a thousand years ago
22. What is the oldest and most well-known part of the city?
 - a. The Seine River
 - b. The Pon Neuf .
 - c. The Sorbonne
 - d. The right bank
23. From the text we know that Notre Dame is located....
 - a. Near left Louvre .
 - b. On the left bank
 - c. On the right bank
 - d. On the middle of the Seine River
24. From the fourth paragraph, we can conclude that...
 - a. There are many other famous place in Paris
 - b. As the famous museum the Louvre as well the cathedral of Notre Dame
 - c. The most famous landmark in Paris city must be the Eiffel Tower

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25. The identification of the text is...
- a. Paris is the capital of a European nation, France.
 - b. Paris is called the city of Light
 - c. There are many other famous place in Paris
 - d. Paris is named after a group of people called the Parisii

Read the following text to answer questions number 26 to 30

INDONESIA TOURISM

Lake Toba, which is situated in the center of the Bukit Barisan mountain range, is an interesting mountain resort with Samosir Island in the center of the lake. It boasts many modern hotels and facilities for water sport such as boating, water skiing and swimming.

In West Sumatra, the center of culture and tourism is Bukit Tinggi, situated in the highlands north of the provincial capital of Padang. West Sumatra is a land of scenic beauty with green lakes, and blue mountains.

Java has a great number of attractions, including the world renowned Botanic Garden in Bogor, the wildlife reserve of Ujung Kulon on the south west part of the island. Borobudur, a gigantic Buddhist shrine is situated 42 kilometers northwest of Yogyakarta and the Ijen crater lies in East Java and displays hot springs, waterfalls and free roaming deer as well as a sulphur crater. A three – hour drive from Surabaya, and the a pony ride from the village of Ngadisari over the sea will take you to mount Bromo which is an active volcano with sulphur fumes and smoke still emitting from its depths. The inhabitants of the surrounding areas believe in the God of Bromo and bring offerings to his deity.

Bali is different from the rest of Indonesia because of its unique form of Hinduism called “Hindu Dharma “. Religion is at the main source of traditional custom in family and community life. The soul of a Balinese is religion and it finds its expression in art. Many articles and books have been written on Bali.

26. What natural beauty does West Sumatra have ?
- a. Active volcanoes
 - b. Water sport
 - c. Modern hotels
 - d. Green lakes and blue mountains
27. Which of the following attractions is not found in at the surroundings of the Ijen crater ?
- a. Hot springs
 - b. Waterfalls
 - c. A sea of sand
 - d. A sulphur crater

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28. Borobudur, a gigantic Buddhist shrine is situated 42 kilometers northwest of Yogyakarta . The underlined words means
 - a. Nice
 - b. Huge
 - c. Tall
 - d. Large
29. How many tourist resorts are mentioned in the third paragraph?
 - a. Three
 - b. Four
 - c. Five
 - d. One
30. Which place is called “ Hindu Dharma “ ?
 - a. Padang
 - b. East Java
 - c. Ujung Kulon
 - d. Bali

Read the following text to answer questions number 31 to 35

JATIM PARK

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourism objects in East Java province. Jatim Park offers a recreation place as well as a study center. Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not difficult because the object is only 2,5 kilo meters from Batu city.

Jatim Park tourism object is about 22 hectares in wide. Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after passing the gate, the visitors will find an interesting view of „Galeri Nusantara“ area. This study offering, continues to step on „Taman Sejarah“ area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue. Another interesting is able to be enjoyed is „Agro Park“ area. It presents crop and rare fruits, animal diorama which consists of unique animals that have been conserved, and support games like bowling, throwing ball, scooter disco. Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour and can be used as alternative media of study.

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31. What is the topic sentence of the second paragraph?
 - a. Jatim Park tourism object is about 22 hectares wide
 - b. Jatim Park is suitable for family and school recreation
 - c. Jatim Park offers a recreation as well as study center
 - d. Jatim Park is one of the Famous tourism object in East Java Province
32. “It presents crop and rareness fruits, animal diorama...” (paragraph 2) What does the underlined word above refer to?
 - a. Jatim Park
 - b. Agro Park
 - c. Taman Sejarah
 - d. School recreation
33. Why is Jatim Park suitable for family and school recreation?
 - a. because to reach the location is not too difficult because the object is only 2, 5 kilos meters from Batu city
 - b. because It presents crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc
 - c. because visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge
 - d. because Jatim Park may have been heard many times as it is one of the famous tourism object in East Java province
34. “To reach the location is not too difficult because the object is only 2, 5 kilos meters from Batu city” (paragraph 2) What is the antonym of the word difficult?
 - a. hard
 - b. confused
 - c. afraid
 - d. easy
35. What is main idea the first paragraph?
 - a. the location of Jatim Park tourism object
 - b. the journey to get Jatim Park tourism object
 - c. Jatim Park is one of the famous tourism objects in East Java province
 - d. the history of Jatim Park tourism object

Read the following text to answer questions number 36 to 40

ORCHARD ROAD

Orchard road is a Boulevard which become business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, orchard Road is just a suburban street lined with orchards, plantations nutmeg, and papper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this Road. Shopping centers such a mall and plaza was built in 1974.

Orchard Road runs along about 2.2 k. This road is one way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 80,000 square meters provides a wide range of things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard Road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west trough the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Peterson can turn right into Orchard Road. orchard is always crowded so you have to be careful in order not to get lost.

36. What is main idea of first paragraph?
 - a. Orchard Road is surrounded by a lush tropical and flower gardens
 - b. Shopping centers such a mall and plaza was built in 1974.
 - c. Orchard Road runs along about 2.2 k.
 - d. Orchard Road as business and entertainment center is Singapura
37. Which Statement is true?
 - a. At first Orchard Road is crowded settlement
 - b. Orchard Road become business and entertainment center since 1974
 - c. Vehicles from Dunrean road turn to the left at intersection of theMarriot hotel junction
 - d. Orchard Road is infamous place at Singapore
38. What is main idea of the second paragraph?
 - a. The location of Orchard Road
 - b. This road is one way street flanked
 - c. Orchard Road runs along about 2.2 k.
 - d. The history of orchard road

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39. Word “it” in line 4 refers to?
 - a. Suburban Street
 - b. The Plantation
 - c. Luxury branded things
 - d. The Plaza
40. The word “*satisfy*” in line 8 has the closet meaning with?
 - a. Free
 - b. Pleased
 - c. Frighten
 - d. Threat



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RESEARCH INSTRUMENTS

READING COMPREHENSION TEST

This test is distributed to determine the ability of reading comprehension between male and female students. This data collection will be carried out for the purposes of my thesis research in title **“A Comparative Study Between Male And Female Students’ Reading Comprehension In Descriptive Text at the Second Grade Students Of Senior High School 12 Pekanbaru.”**

There are several instructions in this test, namely:

- a. *This test is only for my research, as one of the requirement for completing my thesis and confidentiality will be guaranteed.*
- b. *There is no effect between the scores of the test results later on the scores of English subject and other subjects.*
- c. *This test will be held during 50 minutes.*

I ask for the cooperation of all students. I hope all of you can fill the answer with honestly and able to choose the best answer. Thank you for your attention and cooperation.

Choose the correct answer by crossing A, B, C, D in your answer sheet!

Read the following text to answer questions number 1 to 3

YOGYAKARTA

Yogyakarta is one of the foremost cultural centers in Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in art such Batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya’s culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is very lively city and a shopper’s delight. The main road, Malioboro street, is always crowded and famous for its night street food-culture and street vendors. Many

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tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is „Kraton“ (the sultan palace), the centers of Yogya“s traditional life and despite the advance of modernity ; it still emanates the spirits of refinement, which has been the Hallmark of Yogyakarta“s art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and which the current Sultan Still resides. Yogyakarta is also the only major city, which still has traditional „Becak“ (rickshaw-style) transport.

1. We know from the second paragraph that....
 - a. A plane is the most convenient access to reach Yogyakarta
 - b. Many local tourists prefer staying in Sosrowijayan street
 - c. Sosrowijayan is also known as shopping and culinary delight
 - d. There are many convenient store in the streets of Yogyakarta
2. “...Spirit of refinement, which has been hallmark of Yogya“s art for centuries.(paragraph 3) The underline word is closest in meaning.....
 - a. Settlement
 - b. Development
 - c. Improvement .
 - d. Involvement
3. It stretches from,,(paragraph 2). The word “it” refers to...
 - a. Yogyakarta
 - b. Mount Merapi
 - c. Central Java
 - d. Indian Ocean

Read the following text to answer questions number 4 to 5

JAKARTA

Jakarta, formerly Batavia, is the capital and largest city of the republic of Indonesia. It is located on the northwest coast of java island at the mouth of the Ciliwung River. Jakarta dominates Indonesia“s administrative, economic, and cultural activities, and is a major commercial and transportation hub within Asia. The climate is hot and humid. Rainfall occurs throughtout the year. The heaviest rainfall occurs from November to May. The city lies on a flat and low plain. That is why flood disaster often happens during the periods of heavy rainfall.

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Jakarta is a magnet for migrants from other areas of Indonesia; during the late 1980s an estimated two hundreds and fifty migrants arrived daily. At the 1990 census, DKI Jakarta had a population of 8,259,266. The 1997 population wa 9,341,400. These figures do not include seasonal residents who may number morethan 1 million.

4. How is the climate in Jakarta?
 - a. Cool and fresh
 - b. Hot and fresh
 - c. Hot and humid
 - d. Cool and humid
5. Flood often happens in Jakarta, because ...
 - a. Jakarta is located on the northwest coast of Java Island
 - b. Jakarta is the capital city
 - c. Jakarta is high populated
 - d. Jakarta lies on a flat low plain

Read the following text to answer questions number 6 to 7

SINGKAWANG

Located in the province of West Kalimantan on the island of borneo in Indonesia, Singkawang is Well-known as the city of a Thousand Temples. There are so many temples can be found in the city and its surrounding. Nearly everygod and goddess in Chinese mythology are worshipped here.

Singkawang is also known as the one of the Indonesian Chinatowns since the majority population is Chinese descendant. They still practice their culture in any ceremony or official events, from wedding to funeral ceremonies. The culture is seen as the closest to the original tradition of Chinese people, making Singkawang known as the Indonesian Chinatown.

Unique food like “rujak ju hie” (rojak with dried squid) is one of delicacies in Singkawang. Tofu (bean cued) Singkawang is famous in west Kalimantan, also “kembang tahu” (silky smooth tofu with sugar gravy) is very popular in this city. Singkawang is also famous for its cakes. The variety of cakes is surprising and available from early morning till midnight. Kopi Tiam (local coffee shop) with strong bitter robusta can be found everywhere. Peaceful and safe feeling for everyone makes Singkawang to be one of the cities with lively night.



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6. What is the main idea of the first paragraph?
 - a. Singkawang is also known as the one of the Indonesian
 - b. Singkawang is Well-known as the city of a Thousand Temples
 - c. Located in the province of West Kalimantan on the island of borneo in Indonesia
 - d. There are so many temples can be found in the city
7. The word „well-known“ in the first paragraph is similar in meaning with...
 - a. Strange
 - b. Unusual
 - c. Unique
 - d. Famous

Read the following text to answer questions number 8 to 11

SAMOSIR

Samosir is the largest island within an island, and the fifth largest lake island in the world. It also contains two smaller lakes, Lake Sidihoni and Lake Aek Natonang. Across the lake on the east from the island lies Uluan Peninsula. The island is linked to the mainland of Sumatra on its western part by a narrow land connecting the town of Pangururan on Samosir and Tele on mainland Sumatra. Tele consequently offers one of the best views of Lake Toba and Samosir Island.

Samosir is a popular tourist destination due to its exotic history and the vistas it offers. The tourist resort are concentrated in the Tuktuk area. The island is the centre of the Batak culture and many the Toba Batak traditional houses remain on the island. Most of the tourist accommodations are concentrated in the small town of Tuktuk, which is located a one-hour ferry ride across the lake from the town of Parapat. A car ferry leaves the mainland from Ajibata and lands in the small town of Tomok, about a 10 minutes drive from Tuktuk. There are also other passenger ferries and individual hotels may also have ferries available.

8. It also contains two smaller lakes, ... (first paragraph). What does the word „it“ refer to?
 - a. Sumatra
 - b. Lake
 - c. Island
 - d. Samosir



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9. What is the main idea of the second paragraph?
 - a. Samosir is the largest island within an island
 - b. Samosir is the centre of the Batak culture
 - c. Samosir is a popular tourist destination
 - d. Samosir is an island within an island
10. „samosir is a popular destination due to its exotic history...” (paragraph 2)The closest meaning to the words “due to” is
 - a. Although
 - b. However
 - c. Because of
 - d. Consist of
11. Based on the text, the following statement are correct, except ...
 - a. Samosir is a popular tourist destination due to its vistas
 - b. Samosir lies between Lake Sidihoni and Lake Aek Natonang
 - c. Tele is one of the best views of Lake Toba and Samosir Island
 - d. Tuktuk is located a one-hour ferry ride across the lake from the town of Parapat.

Read the following text to answer questions number 12 to 14

PARIS

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an International fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pont Neuf, which was built in the sixteenth century. Sorbonne, a famous University, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

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Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la cite. It is where Notre Dame located. Today around eight million people live in Paris area.

12. What is main idea of the fourth paragraph?
 - a. There are many other famous place in Paris
 - b. About the Paris
 - c. The location of Notre Dame
 - d. A village built a thousand years ago
13. What is the oldest and most well-known part of the city?
 - a. The Seine River
 - b. The Pon Neuf .
 - c. The Sorbonne
 - d. The right bank
14. From the text we know that Notre Dame is located....
 - a. Near left Louvre .
 - b. On the left bank
 - c. On the right bank
 - d. On the middle of the Seine River

Read the following text to answer questions number 15 to 18

INDONESIA TOURISM

Lake Toba, which is situated in the center of the Bukit Barisan mountain range, is an interesting mountain resort with Samosir Island in the center of the lake. It boats many modern hotels and facilities for water sport such as boating, water skiing and swimming.

In West Sumatra, the center of culture and tourism is Bukit Tinggi, situated in the highlands north of the provincial capital of Padang. West Sumatras a land of scenic beauty with green lakes, and blue mountains.

Java has a great number of attractions, including the world renowned Botanic Garden in Bogor, the wildlife reserve of Ujung Kulon on the south west part of the island. Borobudur, a gigantic Buddhist shrine is situated 42 kilometers northwest of Yogyakarta and the Ijen crater lies in East Java and displays hot springs, waterfalls and free roaming deer as well as a sulphur crater. A three – hour drive from Surabaya, and the a pony ride from the village of Ngadisari over the sea will take you to mount Bromo which is an active volcano with sulphur fumes and smoke still emitting from its depths. The inhabitants of the surrounding areas believe in the God of Bromo and bring offerings to his deity.

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Bali is different from the rest of Indonesia because of its unique from of Hinduism called “ Hindu Dharma “. Religion is at the main source of traditional custom in family and and community life. The soul of a Balinese if religion and it finds its expression in art. Many articles and books have been written on Bali.

15. Which of the following attractions is not found in at the surroundings of the Ijen crater ?
 - a. Hot springs
 - b. Waterfalls
 - c. A sea of sand
 - d. A sulphur crater
16. Borobudur, a gigantic Buddhist shine is situated 42 kilometers northwest of Yogyakarta . The underlined words means
 - a. Nice
 - b. Huge
 - c. Tall
 - d. Large
17. How many tourist resorts are mentioned in the third paragraph?
 - a. Three
 - b. Four
 - c. Five
 - d. One
18. Which place is called “ Hindu Dharma “ ?
 - a. Padang
 - b. East Java
 - c. Ujung Kulon
 - d. Bali

Read the following text to answer questions number 19 to 22

JATIM PARK

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourism objects in East Java province. Jatim Park offers a recreation place as well as a study center. Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not difficult because the object is only 2,5 kilo meters from Batu city.

Jatim Park tourism object is about 22 hectares in wide. Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after passing the gate, the visitors will find an interesting view of „Galeri Nusantara“ area. This study offering, continues to step on „Taman

Sejarah“ area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue. Another interesting is able to be enjoyed is „Agro Park“ area. It presents crop and rare fruits, animal diorama which consists of unique animals that have been conserved, and support games like bowling, throwing ball, scooter disco. Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour and can be used as alternative media of study.

19. What is the topic sentence of the second paragraph?
 - a. Jatim Park tourism object is about 22 hectares wide
 - b. Jatim Park is suitable for family and school recreation
 - c. Jatim Park offers a recreation as well as study center
 - d. Jatim Park is one of the Famous tourism object in East Java Province
20. “It presents crop and rareness fruits, animal diorama...” (paragraph 2)What does the underlined word above refer to?
 - a. Jatim Park
 - b. Agro Park
 - c. Taman Sejarah
 - d. School recreation
21. Why is Jatim Park suitable for family and school recreation?
 - a. because to reach the location is not too difficult because the object is only 2, 5 kilos meters from Batu city
 - b. because It presents crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc
 - c. because visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge
 - d. because Jatim Park may have been heard many times as it is one of the famous tourism object in East Java province
22. What is main idea the first paragraph?
 - a. the location of Jatim Park tourism object
 - b. the journey to get Jatim Park tourism object
 - c. Jatim Park is one of the famous tourism objects in East Java province
 - d. the history of Jatim Park tourism object

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Read the following text to answer questions number 23 to 25

ORCHARD ROAD

Orchard road is a Boulevard which become business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, orchard Road is just a suburban street lined with orchards, plantations nutmeg, and papper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this Road. Shopping centers such a mall and plaza was built in 1974.

Orchard Road runs along about 2.2 k. This road is one way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 80,000 square meters provides a wide range of things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard Road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west trough the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Peterson can turn right into Orchard Road. orchard is always crowded so you have to be careful in order not to get lost.

23. What is main idea of first paragraph?
 - a. Orchard Road is surrounded by a lush tropical and flower gardens
 - b. Shopping centers such a mall and plaza was built in 1974.
 - c. Orchard Road runs along about 2.2 k.
 - d. Orchard Road as business and entertainment center is Singapura
24. Which Statement is true?
 - a. At first Orchard Road is crowded settlement
 - b. Orchard Road become business and entertainment center since 1974
 - c. Vehicles from Dunrean road turn to the left at intersection of theMarriot hotel junction
 - d. Orchard Road is infamous place at Singapore
25. Word “it” in line 4 refers to?
 - a. Suburban Street
 - b. The Plantation
 - c. Luxury branded things
 - d. The Plaza

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KEY ANSWERS

1	D
2	C
3	A
4	C
5	D
6	B
7	D
8	D
9	C
10	C
11	B
12	A
13	B
14	A
15	C
16	B
17	A
18	D
19	A
20	B
21	B
22	C
23	D
24	C
25	A

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Appendix 3

Recapitulation Students' Score Try Out



No	Soal1	Soal2	Soal3	Soal4	Soal5	Soal6	Soal7	Soal8	Soal9	Soal10	Soal11	Soal12	Soal13	Soal14	Soal15	Soal16	Soal17	Soal18	Soal19	Soal20	Soal21	Soal22	Soal23	Soal24	Soal25	Soal26	Soal27	Soal28	Soal29	Soal30	Soal31	Soal32	Soal33	Soal34	Soal35	Soal36	Soal37	Soal38	Soal39	Soal40	Total	Score	
1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	31	77,5	
2	0	0	1	0	1	1	1	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	1	1	1	1	0	1	0	0	0	1	1	0	0	0	1	0	1	0	17	42,5
3	1	1	1	1	1	0	0	0	0	0	1	1	1	0	0	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	0	25	62,5	
4	0	0	0	0	1	1	1	0	0	0	0	1	0	1	1	1	0	1	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	1	0	1	0	0	0	1	15	37,5	
5	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	30	75	
6	0	0	1	1	0	1	0	0	1	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	11	27,5	
7	1	1	1	1	1	1	1	0	1	0	1	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	1	0	27	67,5
8	0	0	1	0	1	0	0	0	0	1	1	1	1	0	1	0	0	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	23	57,5	
9	1	1	1	1	1	1	0	0	0	0	1	0	0	1	0	0	0	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	0	26	65	
10	0	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	23	57,5	
11	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	37	92,5	
12	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	1	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	10	25	
13	1	1	1	1	1	0	1	0	0	0	0	1	0	0	1	0	0	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	1	0	23	57,5
14	0	0	0	0	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	0	1	1	1	1	0	1	0	0	0	0	1	0	0	0	1	0	1	15	37,5
15	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	36	90	
16	1	0	1	1	1	1	1	0	0	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	0	26	65
17	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	36	90	
18	0	0	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	1	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	12	30	
19	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	36	90	
20	0	0	0	0	1	1	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	1	1	1	0	1	0	0	0	1	0	0	0	0	1	0	0	12	30
21	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	37	92,5	
22	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	1	1	1	0	1	0	0	0	0	1	0	0	0	1	1	0	16	40	
23	1	1	1	1	1	1	0	0	0	1	1	0	0	1	0	0	0	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	0	26	65	
24	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	0	0	0	0	1	0	0	1	1	0	1	23	57,5	
25	1	0	1	1	1	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	27	67,5
26	0	0	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	1	0	1	21	52,5
27	1	1	1	1	0	1	0	0	0	0	1	1	0	1	0	0	0	0	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	25	62,5
28	0	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	0	0	0	1	0	0	1	0	0	1	23	57,5	
29	1	1	1	1	1	1	0	0	0	0	1	1	0	1	0	0	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	27	67,5
30	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0	1	13	32,5

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STUDENTS' SCORE TRY OUT OF READING COMPREHENSION TEST

Student	Score
S01	77,5
S02	42,5
S03	62,5
S04	37,5
S05	75
S06	27,5
S07	67,5
S08	57,5
S09	65
S10	57,5
S11	92,5
S12	25
S13	57,5
S14	37,5
S15	90
S16	65
S17	90
S18	30
S19	90
S20	30
S21	92,5
S22	40
S23	65
S24	57,5
S25	67,5
S26	52,5
S27	62,5
S28	57,5
S29	67,5
S30	32,5
Totally	1772,5
Mean	59,08333

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Appendix 4

Recapitulation Students' Score Test

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1. Recapitulation Male Students' Score Test

NO	NAME	CLASS	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15	S.16	S.17	S.18	S.19	S.20	S.21	S.22	S.23	S.24	S.25	Totally	Score
1	Nabil Fadhur Rahman	XI MIPA 4	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	0	1	1	1	17	68
2	Febriadi Tegar Prasetyo	XI IPS 3	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	0	0	1	0	1	1	1	1	18	72
3	Ahmad Nabil Iqbal	XI MIPA 4	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	0	1	1	1	17	68
4	Kelvin Ramadhan	XI IPS 3	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	19	76
5	Hizkia Gabrielo	XI IPS 3	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	19	76
6	Rossanio Gading Dewantara	XI IPS 3	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	18	72
7	Muhammad Arif Pratama	XI MIPA 4	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	0	1	1	1	17	68
8	Jeremi Markiano Sinaga	XI MIPA 4	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	0	1	1	1	17	68
9	Muhammad Alif Hadiyan	XI MIPA 4	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	1	1	0	1	1	1	18	72
10	Wegi Maulana	XI IPS 3	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	0	18	72
11	Raja Pratama Putra	XI IPS 3	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	19	76
12	Muhammad Yusuf	XI IPS 3	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	19	76
13	Radan Hafiz Sazali	XI IPS 3	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	19	76
14	Rahman Jordi	XI IPS 3	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	19	76
15	Achmad Ferdy	XI IPS 3	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	16	64
16	Yoga Fernanda	XI IPS 3	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	16	64
17	Fajri Havis Ramadani	XI IPS 3	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	0	19	76
18	Rayhan Fikri Azmi	XI IPS 3	0	0	0	1	1	0	1	0	0	0	0	1	1	0	1	1	0	0	1	0	0	1	1	1	1	12	48
19	Muhammad Wahyu Firmansyah	XI MIPA 4	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	0	1	1	1	17	68
20	Akhidhani Akhmar	XI IPS 3	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	16	64
21	Didi Khairuman	XI IPS 3	0	0	0	1	1	0	1	0	0	0	0	1	1	0	1	1	0	0	1	0	0	1	1	1	1	12	48
22	Rivaldi	XI IPS 3	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	16	64
23	Havish Alrasyid	XI MIPA 4	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	20	80
24	Muhammad Alfatah	XI MIPA 4	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	16	64
25	Muhammad Dzaki Wanna	XI MIPA 4	0	0	0	1	1	0	1	0	0	0	0	1	1	0	1	1	0	0	1	0	0	1	1	1	1	12	48
26	Muhammad Afif P	XI MIPA 4	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	16	64
27	Muhammad Mufid Ihsan	XI MIPA 4	0	0	0	1	1	0	1	0	0	0	0	1	1	0	1	1	0	0	1	0	0	1	1	1	1	12	48
28	Reygi Ahmad	XI MIPA 4	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	16	64
29	Rizki Akbar Gazali	XI MIPA 4	0	0	0	1	1	0	1	0	0	0	0	1	1	0	1	1	0	0	1	0	0	1	1	1	1	12	48
30	Muhammad Riziq Ependri	XI MIPA 4	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	20	80

2. Recapitulation Female Students' Score Test

NO	NAME	CLASS	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15	S.16	S.17	S.18	S.19	S.20	S.21	S.22	S.23	S.24	S.25	Totally	Score
1	Marizka Azzura	XI MIPA 4	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	0	0	1	1	0	1	1	1	17	68
2	Ega Selvia	XI IPS 3	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	23	92
3	Nadine Ekabel Hidayat	XI IPS 3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24	96
4	Ainul Mardhiyah	XI MIPA 4	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	20	80
5	Saira Agnazzila	XI MIPA 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	23	92
6	Suci Dwinta	XI MIPA 4	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	22	88
7	Alya Sabrina	XI IPS 3	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	96
8	Fitri Alyanna	XI IPS 3	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	21	84
9	Yolanda Adelia Riboro	XI MIPA 4	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	23	92
10	Riska Amanda	XI MIPA 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	100
11	Elisabeta	XI MIPA 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	24	96
12	Nabila Indri	XI MIPA 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	22	88
13	Dewi Clara S	XI MIPA 4	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	1	1	1	1	19	76
14	Diana Putri Awaliya	XI MIPA 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	100
15	Hannagian Ivana	XI MIPA 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	100
16	Alfiahati Adya S.R	XI MIPA 4	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	0	0	1	1	0	1	1	1	17	68
17	Luthfiyah Novita Rani	XI MIPA 4	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	0	1	1	1	18	72
18	Rezky Nanta Nabila	XI MIPA 4	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	0	1	1	1	19	76
19	Ririn Aprilia N.	XI MIPA 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	24	96
20	Dina Lorenza	XI IPS 3	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	23	92
21	Amelia Dealova S.	XI IPS 3	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	18	72
22	Reyhana Aura	XI IPS 3	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	22	88
23	Jiliera Amelia S.	XI IPS 3	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	18	72
24	Zaskia Andriani	XI IPS 3	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	0	1	1	19	76
25	Dini Amelia Putri	XI IPS 3	1	1	1	1	1	0	1	1	1	0	0	1	0	0	0	1	1	0	1	1	0	1	1	1	1	17	68
26	Nazwa Gustia Ruslina	XI IPS 3	0	1	1	1	1	0	1	1	1	0	0	1	0	0	0	1	1	0	1	1	0	1	1	1	1	16	64
27	Aisyah Fitri	XI IPS 3	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	1	18	72
28	Decy Triwulan	XI IPS 3	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	1	0	0	1	1	0	1	0	1	1	16	64
29	Amelia Putri	XI IPS 3	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	1	0	1	1	0	1	0	1	1	17	68
30	Milia Paulina	XI IPS 3	1	1	1	1	1	0	1	1	1	0	0	1	0	0	0	1	1	0	1	1	0	1	0	1	1	16	64



Appendix 5

Recommendation Letters

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Fax. (0761) 561647 Web: www.fk.uinsuska.ac.id, E-mail: efak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/18009/2022

Pekanbaru, 26 Oktober 2022

Sifat : Biasa

Lamp. : -

Hal : **Pembimbing Skripsi**

Kepada
Yth. Roswati, S.Pd.I., M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : WIDYA NUR AFIATI
NIM : 11910423122
Jurusan : Pendidikan Bahasa Inggris
Judul : A Comparative Study Between Male and Female Students Reading
Comprehension in Analytical Exposition Text at Second Grade Students of
Senior High School 12 Pekanbaru
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara diaturkan terimakasih.

Wassalam
an. Dekan
Wakil Dekan I




Dr. Zarkasih, M.Ag.
NIP. 19721017199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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


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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1.	Tennis yang dibimbing	:	
	a. Seminar usul Penelitian	:	Penulisan proposal penelitian
	b. Penulisan Laporan Penelitian	:	Roswati, M. Pd.
2.	Nama Pembimbing	:	
	a. Nomor Induk Pegawai (NIP)	:	Widya Nur Afiati
3.	Nama Mahasiswa	:	11910923122
4.	Nomor Induk Mahasiswa	:	Bimbingan Penulisan Proposal Penelitian
5.	Kegiatan	:	

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	28 nov 2022 Monday.	Chapter I : Background, Penggunaan apostrofi Chapter II : Add theory reading Comprehension.	df	
		Revise relevant research and Operational Concept. Chapter III : Revise sampling technique.	df	
2.	10 January 2023 Tuesday.	Revise background (Add based on Observasi) Add table of difference male & female.	df	
3.	12/ January 2023	see	df	

Pekanbaru, 10 Januari 2023
Pembimbing,

Roswati, M. Pd.
NIP.



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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama : Widya Nur Azzahri
 Nomor Induk Mahasiswa : 11910423122
 Tanggal : Jumat / 20 Januari 2023
 Judul Proposal Penelitian :
 :
 :

URAIAN PERBAIKAN

- | | |
|----|--------------------------------------|
| 1. | Revise the writing style of proposal |
| 2. | Revise the background |
| 3. | Change the expert for statistic |
| 4. | Consider the references. |

Penguji I

Huardi, M.Ed.

Pekanbaru, 20 Januari 2023
Penguji II

Nurdiana, M.Pd.

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : Widya Nur Afriati
 Nomor Induk Mahasiswa : 11910423122
 Hari/Tanggal Ujian : Jumat / 20 Januari 2023
 Judul Proposal Ujian : A Comparative Study Between Male and Female Students' Reading Comprehension in Descriptive Text at Second Grade Students of Senior High School 12 Pekanbaru.
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	<u>Nurandi, M.Ed</u>	PENGUJI I		
2.	<u>Nurdiana, M.Pd</u>	PENGUJI II		

Mengetahui
 Dekan
 Wakil Dekan I



[Signature]
 Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

Pekanbaru, 1 Februari 2023
 Peserta Ujian Proposal

[Signature]
Widya Nur Afriati
 NIM. 11910423122

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Nomor
Sifat
Lamp
Hal

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: Biasa
: -
: **Mohon Izin Melakukan PraRiset**

Kepada
Yth. Kepala Sekolah
SMA N 12 Pekanbaru
di
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

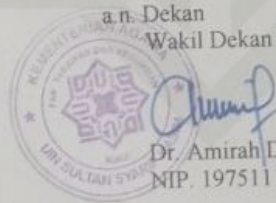
Nama : **Widya Nur Afiati**
NIM : 11910423122
Semester/Tahun : VIII (Delapan)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

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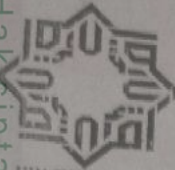
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Fas. (0761) 561647 Web www.ri.uinsuska.ac.id E-mail: effak_uinsuska@yahoo.co.id

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: *Mohon Izin Melakukan PraRiset*

Kepada
Yth Kepala Sekolah
SMA N 12 Pekanbaru
di
Tempat

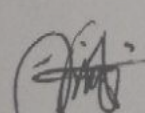
Assalamu'alaikum warahmatullahi wabarakatuh
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Widya Nur Afiati
NIM	: 11910423122
Semester/Tahun	: VIII (Delapan)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau


ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

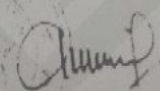
Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

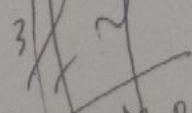
Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



NINA SUSILA YENI, S.S
NIP: 177208122005012008



a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

Pekanbaru, 26 Januari 2023
Diketahui waka Kurikulum

Alifman, M.Pd
NIP. 19731214 1999031001



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Jl. H. R. Soebrantas No.155 Km 10 Tampan Pekanbaru Riau 28253 P.O. BOX 1064 Telp. (0751) 561647
Fax. (0761) 561647 Web www.ft.uinsuska.ac.id, E-mail: aftak_uinsuska@yahoo.co.id

Pekanbaru, 02 Februari 2023 M

Nomor : Un.04/F.II/PP.00.9/1883/2023
Tipe : Biasa
Tempat : 1 (Satu) Proposal
Mohon Izin Melakukan Riset

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

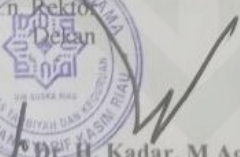
Assalamu'alaikum warahmatullahi wabarakatuh
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Widya Nur Afiati**
NIM : 11910423122
Semester/Tahun : VII (Tujuh)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A Comparative Study Between Male and Female Students' Reading Comprehension in Descriptive Text at Second Grade Students of Senior High School 12 Pekanbaru
Lokasi Penelitian : SMAN 12 Pekanbaru
Waktu Penelitian : 3 Bulan (02 Februari 2023 s.d 02 Mei 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.


 Dr. H. Kadar, M.Ag.
 NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



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 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/53445
 TENTANG



1.04.02.01

**PELAKSANAAN KEGIATAN RISET/PRA RISET DAN
 PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/1883/2023 Tanggal 2 Februari 2023, dengan ini memberikan rekomendasi kepada:

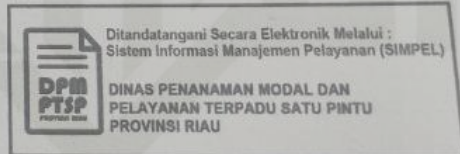
- | | | |
|----------------------|---|---|
| 1. Nama | : | WIDYA NUR AFIATI |
| 2. NIM / KTP | : | 119104231220 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | A COMPARATIVE STUDY BETWEEN MALE AND FEMALE STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT SECOND GRADE STUDENTS OF SENIOR HIGH SCHOOL 12 PEKANBARU |
| 7. Lokasi Penelitian | : | SMAN 12 PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 3 Februari 2023



Dembusan :


Disampaikan Kepada Yth :

- Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
- Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
- Yang Bersangkutan



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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
 JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553
 PEKANBARU

Nomor : 800/Disdik/1.3/2023/ 2572
 Sifat : Biasa
 Lampiran :
 Hal : IZIN Riset / Penelitian

Pekanbaru, 07 FEB 2023
 Kepada
 Yth. Kepala SMAN 12 Pekanbaru
 di-
 Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISSET/53445 Tanggal 3 Februari 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

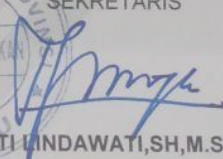
Nama	: WIDYA NUR AFIATI
NIM/KTP	: 119104231220
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Jenjang	: S1
Alamat	: PEKANBARU
Judul Penelitian	: A COMPARATIVE STUDY BETWEEN MALE AND FEMALE STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT SECOND GRADE STUDENTS OF SENIOR HIGH SCHOOL 12 PEKANBARU
Lokasi Penelitian	: SMAN 12 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
 PROVINSI RIAU
 SEKRETARIS



TATI LINDAWATI, SH, M.Si
 Pembina Tingkat I (IV/b)
 NIP. 19660717 198603 2 002

Tembusan:
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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FAKULTAS TARBİYAH DAN KEGURUAN
 كلية التربية والتعاليم
FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat: Jl. H. R. Soebrantas Km. 15 Tangpayan Pekanbaru Riau 28293 P.O. Box 1004 Telp. (0781) 707730 Fax. (0781) 21129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Penulisan Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan ~~Laporan~~ Penelitian : Skripsi
2. Nama Pembimbing : Roswati, M.Pd
 - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Widya Nur Afrati
4. Nomor Induk Mahasiswa : 11910423122
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	Jumat / 3 Feb 2023	Bimbingan instrument (TEST) (Add Instruction and Revise font)	fl	
2.	6/08 23	Acc instrument	fl	
3.	Rabu / 15 maret 2023	Revisi font pada cover, Revisi bab 3, sample Revisi bab 4, tabel score, diagram. Revisi bab 5. Uambah Saran (guru, siswa, peneliti)	fl	
	"	Revisi bab 4 discussion (tambah teori dari jurnal). Tambah referensi. Lengkapi daftar isi, tabel & diagram (buat abstrak)	fl	
4.	Senin / 20 / maret 2023	Lengkapi abstrak hrs Indo & Arab, Lengkapi Kata Pengantar, lengkapi Lampiran.	fl	
5.	10/4 23	Acc	fl	

Pekanbaru, 10 APRIL 2023
 Pembimbing,

(Signature)
 Roswati, M.pd.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 12 PEKANBARU
SEKOLAH RUJUKAN NASIONAL**

Alamat : Jl.Garuda Sakti Km. 3 Kel. Bina Widya, Kec.Bina Widya Kode Pos : 28293
 Email : smanduabelas.pekanbaru@gmail.com Telp : (0761) 7875113
 NSS : 301096008042 NIS : 300420 NPSN : 10404011

Akreditasi : A

SURAT KETERANGAN RISET

Nomor : 070 / SMAN.12 / III / 2023 / 0237

Berdasarkan Surat Dinas Pendidikan Provinsi Riau Nomor : 800/Disdik/1.3/2023/2572 Tanggal 07 Februari 2023 Tentang Izin Riset / Penelitian. Yang bertanda tangan di bawah ini, Kepala SMA Negeri 12 Pekanbaru, dengan ini menerangkan :

Nama : **WIDYA NUR AFIATI**
 NIM : 119104231220
 Program Studi : S1 / Pendidikan Bahasa Inggris
 Mahasiswa : UIN SUSKA RIAU

Benar telah melaksanakan riset / penelitian di SMA Negeri 12 Pekanbaru, yang dilaksanakan pada tanggal 16 Februari s.d 06 Maret 2023, data atau hasil dari penelitian tersebut akan dipergunakan untuk bahan pembuatan skripsi yang berjudul :

**“A COMPARATIVE STUDY BETWEEN MALE AND FEMALE STUDENTS’
READING COMPREHENSION IN DESCRIPTIVE TEXT AT SECOND GRADE
STUDENTS OF SENIOR HIGH SCHOOL 12 PEKANBARU.”**

Demikianlah surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Pekanbaru, 28 Maret 2023
 Kepala Sekolah

H. ERMITA, S.Pd. MM
 NIP. 197208211998022001



Appendix 6

Documentation

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NAME : Dery Truxanon .D
 CLASS : XI IPS 3
 GENDER : Perempuan

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

B: 16

NAME : Diana Putri Awaliyo
 CLASS : XI MIPA 4
 GENDER :

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

B: 25

NAME : Ega Jelvin
 CLASS : XI IPS 3
 GENDER : GIRUS

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

B: 23

NAME : MARIZKA AZZURRA
 CLASS : XI MIPA 4
 GENDER : FEMALE

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

B: 18

NAME : Fajri havis ramadani
 CLASS : XI IPS 2
 GENDER : male

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

B: 19

NAME : M. Wahyu firmansyah
 CLASS : XI MIPA 4
 GENDER : Male

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

B: 7

NAME : Rayhan Fikri Azmi
 CLASS : XI IPS 3
 GENDER : Man

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

B: 12

NAME : febricti rega Rasetyo w.
 CLASS : XI IPS 3
 GENDER : MALE

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

B: 18

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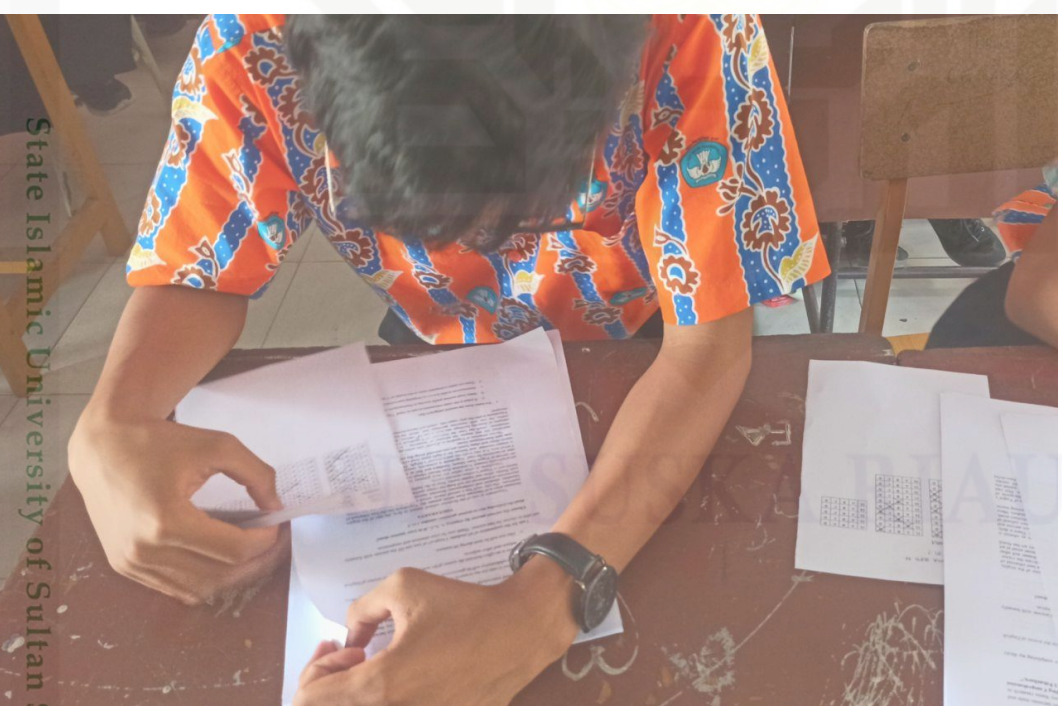


State Islamic University of Sultan Syarif Kasim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



CURRICULUM VITAE

Widya Nur Afiati is the oldest daughter of Mr. Ali Munir and Mrs. Mahdalena. She was born in Pekanbaru, September 5th, 2001. She has 1 sister and 2 brothers. They are Wandani Ali, Arfan and Anggi. She graduated from SMAN 12 Pekanbaru in 2019.

In 2019, she was accepted to become one of the students in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. In July 2022, she did KKN (Kuliah Kerja Nyata) program in Rupert, Bengkalis. Then, she did teaching practice (PPL) program at SMAN 2 Tambang on September-December 2022. To fulfil requirements for undergraduate Degree in English Education, she conducted the research on February -April 2023 by the thesis entitled “A Comparative Study Between Male and female students’ reading comprehension in Descriptive Text at the Second Grade Students of Senior High School 12 Pekanbaru.”

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